



Coaches learn best practices for modeling respect and promoting healthy relationships on and off the playing field.

Why?

Game On! trains coaches to teach and model respectful relationships throughout the sports season. Players learn healthy relationship skills and attitudes from coaches.

Where and When?

Game On! is ideal for school sports or youth sports leagues that include youth 11–14. This training should take place when coaches come together for a coaches' meeting or after a practice. The training will take about 90 minutes.

How?

Game On! Respect Skills and Drills and *Talking Points for Coaches* can be found in the Zone 2 resources on the USB Flash Drive that comes with this Playbook. Here's the game plan:

- Get buy-in from the league or school administration to provide pre-season training for coaches.
- Introduce Choose Respect coaches.
- Practice Choose Respect scenarios for players on and off the field.
- Get feedback from coaches for new ways to incorporate respect into practice, game, and off-field situations.

Approach the front desk.

To reach the coaches, you'll need to get buy-in from the school administration or league board. Make the connection between sports and respect by sharing the messages of Choose Respect. If time permits, show them the 30-minute video, *Causing Pain: Real Stories of Dating Abuse and Violence*, and answer questions about the initiative. The 60-second PSA, *Just Talk*, and the Parent Wallet Card can also be used to introduce leadership to Choose Respect. Current events demonstrate that respect is a relevant issue for players and coaches.

Use sports to teach the skills.

A coach's influence starts in practice and continues onto the playing field, but it can extend much further than that. Coaches can help to show kids the way to behave respectfully in all their relationships. Coaches have a key role in modeling respect and talking to players about the important issues in their lives.

Since the training is for coaches, use examples from sports to show them how to include Choose Respect in their coaching. The topics that should be covered in this training include:

- The importance of respect on and off the playing field
- Signs of healthy and respectful relationships in sports and with peers
- Ways caring adults can promote respectful relationships
- Signs that a youth is the victim or perpetrator of dating abuse
- Ways to report dating abuse
- Community resources to learn more about dating abuse and prevention

Conduct the training.

This training should provide a brief overview of Choose Respect and some basic skill building exercises so coaches understand the role they can play in encouraging healthy, respectful relationships. Introduce them to Choose Respect with the 30-minute video, *Causing Pain: Real Stories of Dating Abuse and Violence*, and answer questions about the initiative.

Use the *Talking Points for Coaches* to guide the conversation. Ask the coaches to role play scenarios about respect between team members and/or relationships off the field. Role play allows for practice and discussion.

During the training, point out that adults need to be supportive of youth when talking about dating abuse and refer them to services as soon as possible. In some cases, the youth will simply want to talk out the problem and may feel most comfortable speaking with a coach. While that is acceptable, coaches also need to be aware of where they can refer youth for additional help or learn which instances need to be reported to law enforcement. The Choose Respect Resource Guide in Zone 4 presents the steps for developing a list of community resources.

Brainstorm with Coaches.

Have the coaches get a head start on the play, *Respect Team*. Coaches break into small groups and brainstorm ideas of how to incorporate Choose Respect messages into their season. Coaches who are not planning to use Choose Respect throughout the season can still help generate ideas for the other coaches.

Want to Do More?

Ask the coaches to be spokespersons for Choose Respect in the community. Encourage them to speak at schools, churches, or community centers. This will increase the visibility of Choose Respect in the community.

School districts may want to implement formal policies regarding respect and athletes' behavior, on and off the field.

School districts or youth sports leagues may also want to implement *Respect Team*.

Resources Needed:

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Trainer who knows about Choose Respect

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Community-specific resources for reporting and assistance

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Meeting space

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Talking Points for Coaches

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Respect Skills and Drills

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60 Second PSA, *Just Talk*

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Parent Wallet Card

Evaluation:

Document what you accomplish using Choose Respect tracking tools:

- **Stand Up & Be Counted**

Keep track of play participants and audience members. The Zone 2 Evaluation Tools contain a sign-in sheet.

- **Cheers & Changes**

After the play is complete, note your successes, challenges, and opportunities for the future. The Zone 2 Evaluation Tools contain a worksheet to help you do this.

Choose Respect feedback tools are recommended if you implement multiple plays. Assess what adults learned from and thought of a series of Choose Respect activities using Choose Respect feedback tools:

- **Adult Feedback**

After completing a series of activities with youth, collect information for your evaluation. The Zone 2 Evaluation Tools contain a feedback form to help you do this.

Game On!

Respect Skills and Drills



Directions:

- Organize a brief role play activity. Use the possible scenarios for this practice session. Complete one to three practice sessions based on the amount of time available to you.
- Distribute the scenario roles to participants who volunteered. Although the roles are gender specific, you can change the scenario to match volunteers in the group.
- Ask each volunteer to read the scenario to prepare for his/her role.
- Explain the scenario to the entire group to “set the scene.”
- Direct volunteer participants to act out their roles according to the directions they have been given.
- After volunteer participants have finished, restate the connection between the scenario and Choose Respect messages.

Scenario 1:

Ask for three volunteer actors to play an umpire, a coach, and a base runner.

Umpire:

In a close play at home plate, the catcher tags the base runner. You call the player, “Out!”

Base Runner:

You know you are safe! That ump needs his have his eyes examined! Tell the umpire what you think of the call—and of him.

Coach:

You come out of the dugout to settle the situation down. Tell the player that it’s okay to question the call, but not okay to lose your temper and threaten the umpire. Tell the player to stay focused on the game and not get out of control. Game officials are to be treated with respect, and you will not tolerate players getting out of control.

Talking Points

Discuss why it is important for both coaches and players to treat game officials with respect. The emphasis should be on teamwork, learning the game, and an atmosphere of fun.

By modeling respect in your dealings with game officials, you will inspire your players to act respectfully when they interact with an umpire or referee.

Players need to learn how to deal with their anger when something like this happens. They need to know they can walk away until they calm down. If they disagree with a teammate, they need to practice how to negotiate and compromise instead of fighting.

Scenario 2:

Ask for four volunteers to act out Scenario 2. You'll need three players and a coach.

Player A:

This is your first season playing basketball, and you are not very good. Your skills are weak, and your decisions are bad. You throw the ball away, double dribble, or get called for lane violations again and again. React to Player B and Player C keeping the ball away from you.

Player B:

You are the most skilled player on the team. Tell Player C to keep the ball away from Player A and just keep feeding it to you.

Player C:

You are a pretty good player. Although you know Player A is holding the team back, you know he/she is really trying. You want Player B to ease off and cut Player A some slack. Tell Player A how you feel.

Coach:

You step in to emphasize the teamwork is the most important thing you can learn in basketball. Tell the players that if a player's skills are weak, the best remedy is practice. Teammates can work with the player to learn the rules and practice drills. You make it clear that disrespect among team members will not be tolerated; those who do show disrespect will be benched.

Talking Points:

Although respect does not mandate that you "like" a person, when we're working together for a common purpose, we must have respect for our leaders and peers.

People in healthy relationships respect each other. They trust each other and support each other.

Treat others as you want to be treated—on the court and off.

Scenario 3:

Ask for four volunteers to act out Scenario 3.

Player A:

You are hanging out with players in the locker room and talking about girls. You tell them that a girl you know hooked up with two different guys over the weekend.

Player B:

You don't know this girl, but you zero in on the rumor and start asking questions.

Player C:

You do know the girl, and you know that Player A's rumor is not true, but you don't speak up. You don't want to get in an argument about it.

Coach:

You overhear the "locker room" talk, and you step in to let all the players know that it is disrespectful to talk about girls behind their backs and to tell stories that might not be true. You let the players know you expect them to speak up for what is right when they hear such talk.

Talking Points:

This is a prime opportunity for a coach to be a role model. Take every opportunity to show respect for others—especially when they can't defend themselves against a rumor.

Players should step in to stop a situation like spreading gossip. If a disagreement gets out of hand, players can go to the coach for help.

Players should treat others as they want to be treated. This is equally true in relationships with friends, teammates, and dating partners.

Scenario 4:

Ask for two volunteers, a female player and a coach, to act out a scenario,

Player:

You haven't been yourself lately—your play has been off, and you act distracted during practice. During breaks you're quiet and withdrawn. Your boyfriend hangs around practice and waits impatiently for you to leave with him. Tell your coach how you feel about your boyfriend's behavior.

Coach:

You notice something seems wrong and offer to talk with the player. You tell her what you've noticed and that you've been concerned. You emphasize to the player that she deserves respect from her friends. You suggest the player talk with her parents or help the player find the right resource.

Talking Points:

Your players deserve respect in all their relationships. It's a bad sign when a relationship becomes a power struggle.

People in healthy relationships respect each other's independence. They trust and support each other and understand their boundaries. They do not expect them to give up their own interests.

By creating an overall environment of respect, youth may feel more comfortable approaching their coach about personal concerns. Coaches can also make it clear that abusive behavior is not tolerated.

Game On!

Talking Points for Coaches



As a coach, you are in a special position to teach players about healthy relationships with others on and off the field. Players will learn as much from your words as your actions, so take every opportunity to be a role model and keep the lines of communication open.

Talk the Talk and Walk the Walk

Here are some examples of respectful behavior coaches can model and talk about with players:

- Show respect for players, opponents, and officials and let players know that you will not tolerate disrespect.
- It's never okay to react with violence; calm down, take a break, talk it out.
- Treat others as you want to be treated. To get respect, you have to give it.
- People in healthy relationships respect each other. They trust each other and support each other.
- When you see your friends or players in a situation that's out of control, step in and stop the situation or go for help.
- It's okay to ask for help from parents or other adults when players have a concern